

January 31, 2003

Ms. Celia Sims
U.S. Department of Education
400 Maryland Avenue, SW
Room 3W300
Washington, DC 20202-6400

Dear Ms. Sims:

This is to transmit the electronic version of the Rhode Island Consolidated State Application Accountability Workbook as you requested, with full descriptions of the principles of the State's education accountability system. We view several of the accountability provisions of the No Child Left Behind to be reflective of the policies and practices long underway in our State and in our schools and school districts. As required by our State legislature since 1997, the Rhode Island Department of Education is responsible for developing and implementing systems that support the continuous improvement of schools. Primary systems in place are the Rhode Island School Accountability for Learning and Teaching (SALT), Field Services, Progressive Support and Intervention (PS&I), Learning Support Indicators Systems, and Educational Networks and Collaboratives. We recognize the need, however, to augment or modify some of the elements in our existing structures.

These primary systems represent the majority of the policies presented in this document, having received final State approval in terms of aims and fundamental premises. Please note that there is no case in which we are still working to formulate policy. As for the key issue of the Adequate Yearly Progress (AYP) determination, the proposal is in final draft form and is being discussed with all stakeholders and presented for final Board of Regents actions on March 27, 2003. We are continuing to implement our long standing system of accountability for improved teaching and learning, while at the same time working in good faith to fully address the new requirements under the NCLB.

We look forward to your favorable response to our submission, including the opportunity to meet with the Peer Review Team Members and receive feedback during their one-day visit in the near future. If you have any questions, please contact, Dr. Todd Flaherty, Deputy Commissioner, at 401-222-4600, extension 2011.

Sincerely,

Peter McWalters
Commissioner

Attachments: RI School Performance Categories Technical Assistance Bulletin
RI Learning Support Indicators Technical Assistance Bulletin (LSI)

RHODE ISLAND DEPARTMENT OF EDUCATION

CONSOLIDATED STATE APPLICATION

ACCOUNTABILITY WORKBOOK

Peter McWalters,
Commissioner
January 2003

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Summary of Implementation Status for Required Elements of
State Accountability Systems

Status	State Accountability System Element
Principle 1: All Schools	
P	1.1 Accountability system includes <i>all schools and districts in the state</i> .
F	1.2 Accountability system holds <i>all schools to the same criteria</i> .
F	1.3 Accountability system incorporates the <i>academic achievement standards</i> .
P	1.4 Accountability system provides <i>information in a timely manner</i> .
F	1.5 Accountability system includes <i>report cards</i> .
F	1.6 Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students	
F	2.1 The accountability system includes <i>all students</i>
F	2.2 The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3 The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations	
P	3.1 Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
P	3.2 Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
P	3.2a Accountability system establishes a <i>starting point</i> .
P	3.2b Accountability system establishes <i>statewide annual measurable objectives</i> .
P	3.2c Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions	
P	4.1 The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1 The accountability system <i>includes all the required student subgroups</i> .
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F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
P	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

P	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
P	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

F – Final policy
P – Proposed Policy, awaiting State approval
W– Working to formulate policy

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes. The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2).</p>	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

1.1

Rhode Island's State Assessment Program (RISAP) is a statewide program established in state law. It is conducted annually, assessing students at grades 4, 8 and 10 in reading writing and mathematics using the *New Standards* Reference Examinations; and at grades 3, 7 and 11 in writing using a state-developed writing assessment. Until this year therefore every school and district in the State has been included in the State Accountability System based on assessment results except those schools that do not have a State tested grade level (K-K-1, K-2). These early elementary schools represent only 25 of our 338 schools statewide. Those early elementary schools which do "house" a grade three (3) have been held accountable only through the Rhode Island Writing Assessment if they do not have grade 4 in the school configurations.

We will be adding the Phonological Awareness Literacy Screening (PALS) and Developmental Reading Assessment (DRA) assessments in grades K-2. The approximately 25 schools will be required to use these assessments. These assessments will be administered to these schools for the first time in the 2003-2004 school year. For mathematics in grades K-2 the state will select an appropriate assessment in the next 60-90 days. The selected assessment will monitor student progress to gain information for needed teaching strategies and possible early intervention. Both ELA and mathematics assessments will be aligned to our state early childhood standards and content standards. The test results from both the reading assessments and math assessments referred to above will be reported to the state by the districts.

These added early elementary test results will supplement additional student performance data already being collected. We already collect data on grade level performance in reading and math on all students in grades K-3 and will continue to use this information to include those public schools that do not have a State tested grade level in our accountability system. We are utilizing the Teacher Student Rating Scale (TSRS) to gather this student performance data in reading and math at this time.

All publicly funded students are accounted for. Regardless of their school placement, all students are tested and their student performance results are assigned back to their school district of residence if they are outplaced from district schools.

All schools K-12, receive "Learning Support Indicator" (LSI) results which includes attendance. This system will continue. The Learning Support Indicators provide a valuable context for the above enumerated accountability categorizations. The attendance rates are part of the information that is used to categorize schools in the accountability system.

Examples of Evidence:

- Testing Guidelines for the Rhode Island State Assessment Program
- Statutory Citation for the State Assessment Program
- Assessment Documents that Demonstrate how the New K-3 Assessments are Being Added
- Learning Support Indicators Technical Bulletin
- School Performance Category Technical Bulletins
- Training Materials for PALS
- DRA Materials
- SALT Survey Instructions for the TSRS
- Definition of Public School/District

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>1.2</p> <p>Rhode Island has preserved the core values of its accountability system while designing modifications to meet the requirements of NCLB. By doing this Rhode Island is able to maintain a unified accountability system for all schools. Schools in Rhode Island will continue to be held to identical criteria for achieving high, moderate, low status. Improvement is also defined for all schools in a consistent manner. However, the provisions of the NCLB accountability guidelines on AYP will be incorporated into the Rhode Island Accountability system to achieve compliance. Learning Support Indicators (LSI) are another feature of the current accountability system. (See attachments: <i>School Performance Categories and Learning Support Indicators Technical Assistance Bulletins</i>). These indicators do not, however, affect a school's performance category. To accurately capture all levels of student achievement an indexing of proficiency is used. The indexing system will increase reliability and validity of the school accountability system because it includes the performance levels of all students within the educational system. An "Index Proficiency" will be used to make AYP determinations on categorizing schools. (See 1.3).</p> <p>Examples of Evidence:</p> <ul style="list-style-type: none"> ▪ School Performance Category Technical Bulletins ▪ State Assessment Proficiency Index System ▪ Learning Support Indicators Bulletin ▪ AYP Trajectory Table/Graphs 		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

1.3

The Assessment System for Accountability is aligned to the standards which are available for districts to adopt. These assessments are required by State law (Article 31 - 1997). The assessments in both ELA and Mathematics report student results in the following categories: Achieved the Standard with Honors (5), Achieved the Standard (4), Nearly Achieved the Standard (3), Below the Standard (2), Little Evidence of Achievement (1), No Score (0). Achieving the Standard also corresponds to Proficient on the National Assessment of Educational Progress (NAEP).

The state adds a sixth level to the performance levels called “No Score.” This level assigns a zero for these students who were required to take the test but for some reason (e.g. illness, failure to make up some portion of the test, total lack of effort) did not receive a score on the test. This reflects the “All Kids” focus of both state education policy and law that requires all public school students to participate in the State Assessment Program.

To increase the reliability and validity of our accountability system, we define an "Index Proficiency" of a student as follows:

NSRE Score	Index Proficiency
Achieved the Standard with Honors	100
Achieved the Standard	100
Nearly Achieved the Standard	75
Below Standard	50
Little Evidence	25
No Score	0

The Index Proficiency will be used as a measure of proficiency for our accountability system.

Examples of Evidence:

- NSRE (New Standards Reference Exams Criteria/Score Reports, etc.)
- NAEP Chart – American Institute for Research NAEP Comparison to Statewide Assessment Results

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>1.4</p> <p>Rhode Island has moved its state assessment administration from late in the school year to the late winter in order to comply with NCLB requirements. The preliminary assessment results, with the exception of the writing assessment results, will, as of 2003, be made available in July. Based on the release of this information those schools that will be responsible to provide choice and supplemental services will be provided notice of that fact during August of each year. School categories will be released in mid-November. The timelines for administering the New Standards Reference Exam Assessments, scoring and returning the results to the schools have thus been reworked to incorporate the NCLB timeline provisions of notification to the public for public school choice or supplemental services.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ Agreements with the Testing Contractor Stipulating that Student Results will be Provided to us by July ▪ Established Timeline for State Testing and Return of Scores, Appeals and Parent Notification Dates ▪ Memo from Deputy Commissioner Changing the Testing Dates 		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

1.5

Information Works! is Rhode Island's state report card. In the 2003-2004 school year, it will include assessment data, teacher-quality information, disaggregations, and all other data elements required by NCLB of the state report card. Information Works!

(www.infoworks.ride.uri.edu) will also include all data elements required of district and school report cards. These report cards will be presented to the public through a major statewide media event in September. They will be presented to all state newspapers and other media outlets. The state, district, and school report cards will be available on line and will be presented in a form suitable for printing and dissemination by each district and school. Districts and schools will be responsible for distributing their report cards, by mail, e-mail, and at "school report night," which is required by the state's accountability regulations.

Information Works! will be expanded and kept up to date through the course of the school year, with extensive additional information to be added on such topics as school finances, school demographics, data on discipline and grievances, and results of parent, teacher, and student surveys. The report also includes "value-added" (predictability bands) information, which compares the assessment results for each school with the results of similar students statewide; this is a way by which one can determine how each school is performing in relation to the challenges that its students face (e.g., high poverty, LEP). The state report card updates will culminate in March with the publication of the Commissioner's annual address to the General Assembly.

At present, Information Works! contains, or this school year will contain, all data elements required for state, district, and school report cards, as well as all the additional information described above, but because of the timeline of our current assessment system these report cards will not be published in a downloadable, printable form until March. This timeline will change, beginning with the 2003-2004 school year.

Both the annual report on education and the Commissioner's address to the General Assembly are required by state law (16-7.1-4). Current and previous editions of Information Works! are available on the department's Web site, www.ridoe.net. Our State report card captures value added by presenting a graphic representation of predictable results for students in a similar school and indicating whether a school is "beating the odds" with their students.

The State will translate the report card into Spanish. Districts will be responsible for translating this information into the other languages called for by the district's demographics and for disseminating this information through parent information sessions.

This meets the requirements of the act in the following way:

1. Assessment results are released to districts in the summer.
2. Teacher quality information is both presented in Information Works! in the preceding March and is posted online for all interested parties to refer to. The online posting is updated throughout the year.
3. All State School and District Performance Categories are released to the public in November and published in the Information Works! volume in the following March.

Examples of Evidence:

- Copy of Information Works! and Technical Manual for Information Works!
- Timeline for when a) No Score Disaggregation , b) Graduation Rate, c) Attendance Rates are Available
- Teacher Quality Data
- "28 pager" Which Supports Generation of "Value Added" Bands

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? ²	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

1.6

Rewards for schools who reach their improvement targets for two consecutive years exist through the Rhode Island "Regents Commended Schools" and Blue Ribbon Schools identification system. These schools' names are released to the public (26 schools in 2002) and received commended school status at a Regents' meeting.

Schools and Districts which fail to perform (Low-Performing/Non-Improving) are designated as Progressive Support and Intervention (PS&I) status schools/ districts. These schools/districts are required to meet with the Commissioner of Education (or his designee) in a "Face-to-Face" meeting. These "Face to Face" meetings are part of the Rhode Island Progressive Support and Intervention continuum and are used to both diagnose the district and school challenges and to enter into agreements with districts for remediation of the barriers to improving student performance in those schools. Subsequently schools must report on the status of the strategies outlined in the "Face-to-Face" meeting prior to the opening of the next school year. The Commissioner of Education also has the authority through Progressive Support and Intervention to control set-asides allocated by the General Assembly, which target resources in specific ways. In a similar effort to align school improvement goals, low performing schools must incorporate their improvement plans into their Consolidated Resource Plans/District/School Strategic Plans which are due May 1st of each year.

NCLB sanctions call for school categorization, choice and supplemental services. Rhode Island has implemented each of those remedies. In addition, in Rhode Island schools identified as in need of improvement are largely clustered in a very small number of (approximately seven) districts. These districts are assigned support teams by the SEA and must interact with the SEA support team throughout the year to implement agreements for improvement of student performance in the schools. (See Progressive Support and Intervention May 2000 process). The Commissioner also retains authority under state law to require remedial action in districts and schools and to restructure a school as a necessary element of Progressive Support and Intervention particularly if their assessment data and Learning Support Indicators (LSI) are continuously flat. Rhode Island is currently developing a "Framework for Accountability" with the Annenberg Institute for School Reform which will specify protocols and sanctions for Title I and non-Title I schools. This work will be completed by June 2003.

Examples of Evidence:

- Regents' Commended School Protocol
- Consolidated Resource Application
- Progressive Support and Intervention Document (May 2000)
- Learning Support Indicators Bulletin
- School Performance Category Technical Bulletin
- Face-to-Face Meeting Reports (Spring 2002)

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>2.1</p> <p>All students in the State are tested according to statewide policy. Students may participate with or without accommodations and special needs students who qualify may take the Rhode Island Alternate Assessment (1% - 2% of the student population). Rhode Island already includes these results in its accountability system. Students who have been in the State prior to the <u>October 1st</u> enrollment count will be <u>included</u> in the State Assessment and <u>included</u> in the Accountability System. Students who arrive in a district/school after the <u>October 1st</u> enrollment count will be <u>included</u> in the State Assessment but <u>excluded</u> from the Accountability System.</p> <p>The state adds a sixth level to these performance levels called “No Score.” This level assigns a zero for those students who were required to take the test but for some reason (e.g. illness, failure to make up some portion of the test, total lack of effort) did not receive a score on the test. This reflects the “All Kids” focus of both state education policy and law that requires all public school students to participate in the State Assessment Program.</p> <p>Note: See 5.4 for proposed policy on LEP students</p> <p>Examples of Evidence:</p> <ul style="list-style-type: none"> ▪ Testing Guidelines for the Rhode Island State Assessment Program ▪ Alternate Assessment Standards Assessment Process ▪ Information Works! (www.infoworks.ride.uri.edu) ▪ LEP Advisory Committee Proposal 		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.2 How does the State define "full academic year" for identifying students in AYP decisions?</p>	<p>The State has a definition of "full academic year" for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of "full academic year."</p> <p>The State's definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>2.2</p> <p>The criterion for defining what constitutes "a full academic" year is applied consistently statewide. It is set at the October 1st enrollment count date (this is the date designated in state law to calculate state aid to districts) prior to the administration of the Spring Assessments of the same school year and with the conclusion of the academic year being the 180th day of instruction. Students who have been continuously enrolled are counted. Students who have not been continuously enrolled at the school but have remained in the district (in another school) will be counted in the district AYP. A student who is not in the school for a continuous entire school year will not be counted for school level accountability, however, will be reported in the school and district results.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ Process for State Aid Distribution ▪ October 1st Data Reports ▪ Test Administration Manuals ▪ School Performance Technical Bulletin (February 2003) including NCLB Requirements 		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>2.3 Schools/districts are required by regulation to submit October 1st enrollments to the Rhode Island Department of Education (RIDE) each year. Schools also are required to re-submit enrollments at the State tested grade levels as of the beginning of the State testing window (e.g. March 3, 2003).</p> <ul style="list-style-type: none"> ▪ The March enrollments, together with the assessment results are used to account for all students in the system. ▪ Students who migrate from one school to another school within the district are tested and included in the district AYP provided they were in the district prior to October 1st. ▪ Students who migrate from a school in a district to another school in a different district will be tested and included in the state AYP. <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ Demographic Forms (header sheets) for the State Assessment Program 		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts ³ and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>3.1 The Rhode Island AYP/Accountability model incorporating the required elements of No Child Left Behind will build upon the current accountability system in place under Rhode Island's statutory requirements which categorizes schools based on performance and improvement. For the next "round" or cycle of school performance categories, school and district performance will be assessed using an Index Proficiency that measures the progress students/schools are making toward 100% proficiency in the year 2013/2014 in both ELA and mathematics. Separate determinations are made for each subject. Attachment 3.1 illustrates both the intermediate goals and the annual measurable objectives for both subject areas by school level (elementary, middle, high). Each set of assessments has a trajectory which is the basis for schools to develop their own AYP targets.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ 3.1 Tables and Graphs ▪ School Performance Categories Technical Assistance Bulletin Incorporating NCLB (Feb. 2003) 		

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

3.1 Rhode Island Department of Education Five Intermediate RIDE Goals – First in 2004-2005

	Elementary		Middle		High	
	ELA	Math	ELA	Math	ELA	Math
2013-2014	100	100	100	100	100	100
5th Intermediate Goal						
2012-2013	95.5	93.5	94	90.5	93	91
4th Intermediate Goal						
2011-2012	91	87	88.4	81.2	86.4	81.8
3rd Intermediate Goal						
2010-2011	86.5	80.5	82.8	71.9	79.8	72.6
2009-2010	82	74	77.2	62.6	73.2	63.4
2008-2009	82	74	77.2	62.6	73.2	63.4
2nd Intermediate Goal						
2007-2008	82	74	77.2	62.6	73.2	63.4
2006-2007	77.5	67.5	71.6	53.3	66.6	54.2
2005-2006	77.5	67.5	71.6	53.3	66.6	54.2
1st Intermediate Goal						
2004-2005	77.5	67.5	71.6	53.3	66.6	54.2
2003-2004	73	61	66	44	60	45
2002-2003	73	61	66	44	60	45
Baseline	73	61	66	44	60	45

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>
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STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2

The current system of assessing school/district accountability in Rhode Island will be modified to incorporate the No Child Left Behind criteria. All current data collected under the existing system will be used to develop baseline starting points for ELA and mathematics (see 3.1 table). Baselines for mathematics and ELA were created at the school level for elementary, middle and high schools. Rhode Island will continue to use a three-year averaging system to determine both actual performance and improvement. This method will be applied uniformly to all public schools, LEAS, and subgroups within the state. For the 2002 starting point, data from 2000, 2001, and 2002 will be used as the basis for establishing starting points for ELA and mathematics at the elementary, middle, and high school using the NCLB guidance regarding the setting of starting points, intermediate goals, and annual measurable objectives culminating in 100% proficiency in 2014. Safe harbor provisions will be granted to any school or district who decreases by 10% of that percentage from the preceding public school year, the particular group that made progress on one or more of the state's academic indicators.

Examples of Evidence:

- 3.1 Table and Graphs
- School Performance Categories Technical Assistance Bulletin Incorporating NCLB (February 2003)

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

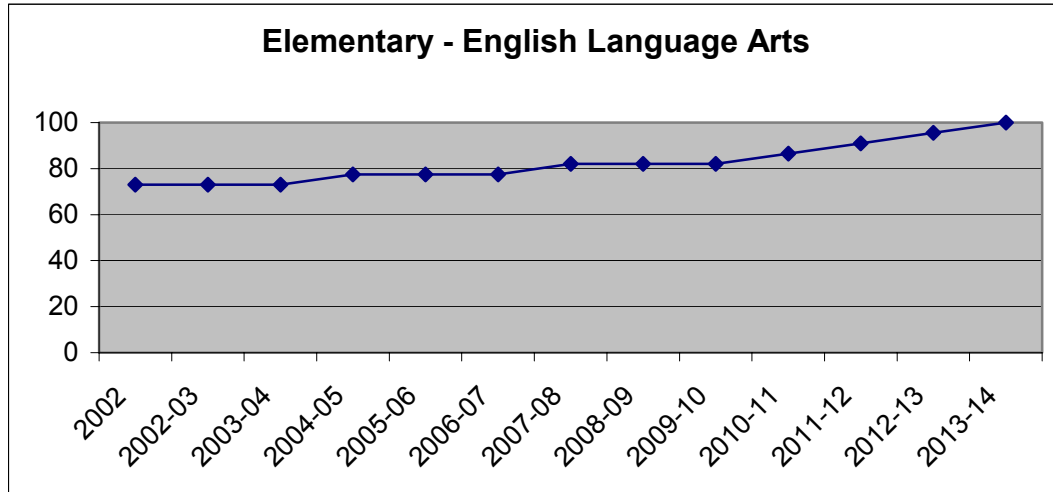
CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

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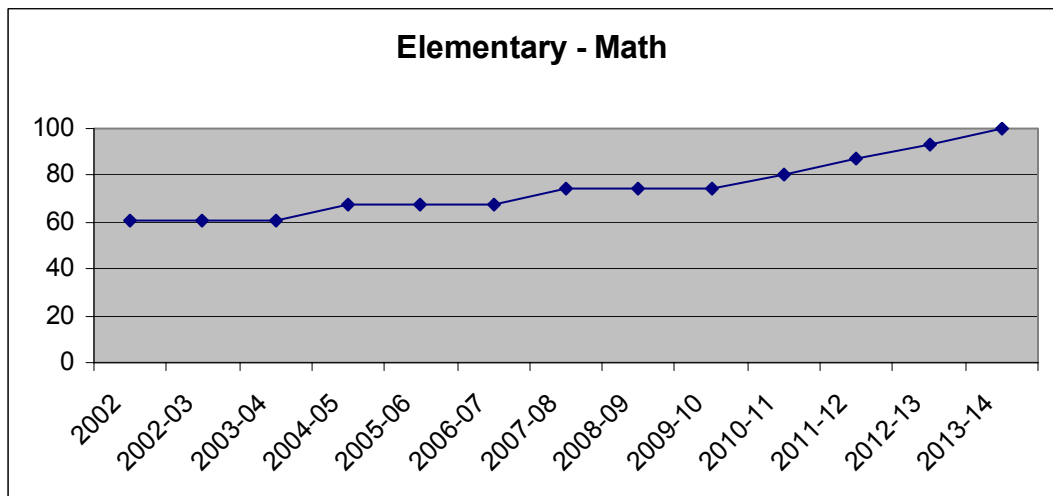
CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a</p> <p>Rhode Island has identified six starting points for calculating AYP. The starting points are for each separate assessment (ELA/Math) and at three levels -- elementary, middle and high schools. In each case the baseline is the Index Proficiency of the school building which enrolls the student at the 20th percentile of Rhode Island's total enrollment. Limited English proficient students who were exempted from State testing for one year were not included in determining the baseline. The index is calculated by assigning a point value to each level of performance on the state assessment using the aggregated results of the 2000, 2001, 2002 state assessments. (Graphs 3.2a). All schools will have their aggregated results <u>and</u> disaggregated results compared to the annual measurable objectives for determinations of AYP.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ 3.1 Tables and Graphs ▪ School Performance Categories Technical Assistance Bulletin Incorporating NCLB (February 2003) ▪ "Making Valid and Reliable Decisions in Achieving Adequate Yearly Progress" developed by Council of Chief State School Officers ▪ Baseline Tables and Data Runs ▪ NCLB "Rules" for Establishing Baseline/Starting Points 		

3.2a

***Five Intermediate Goals – First in 2004-05
Based on 73% Index Proficiency Baseline***

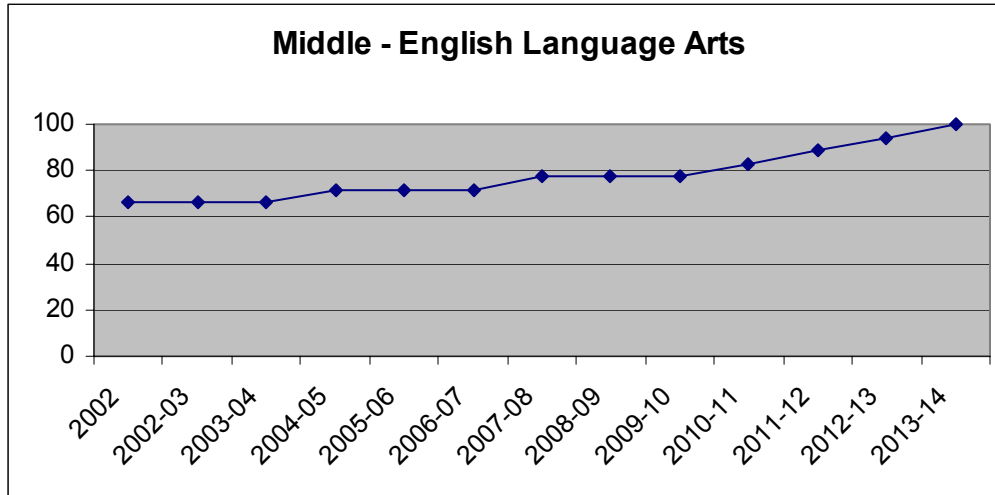


***Five Intermediate Goals – First in 2004-05
Based on 61% Index Proficiency Baseline***

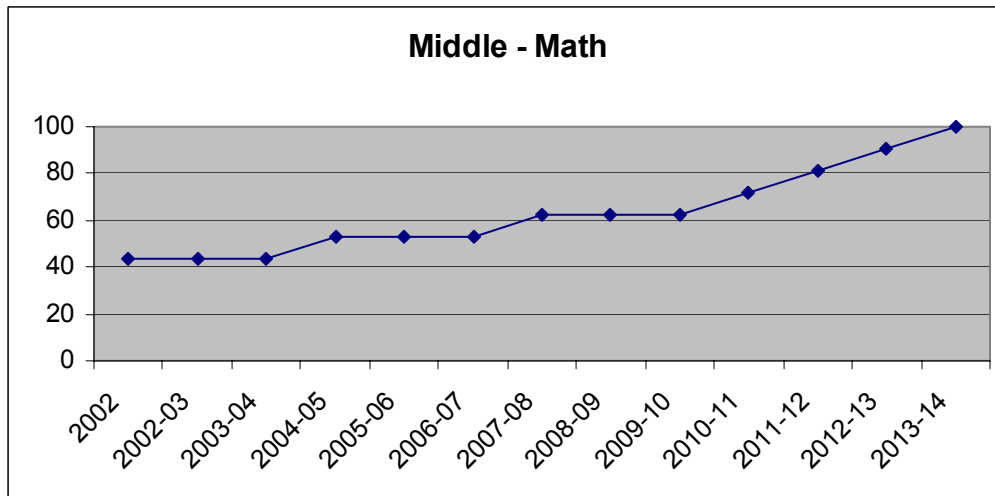


3.2a

*Five Intermediate Goals – First in 2004-05
Based on 66% Index Proficiency Baseline*

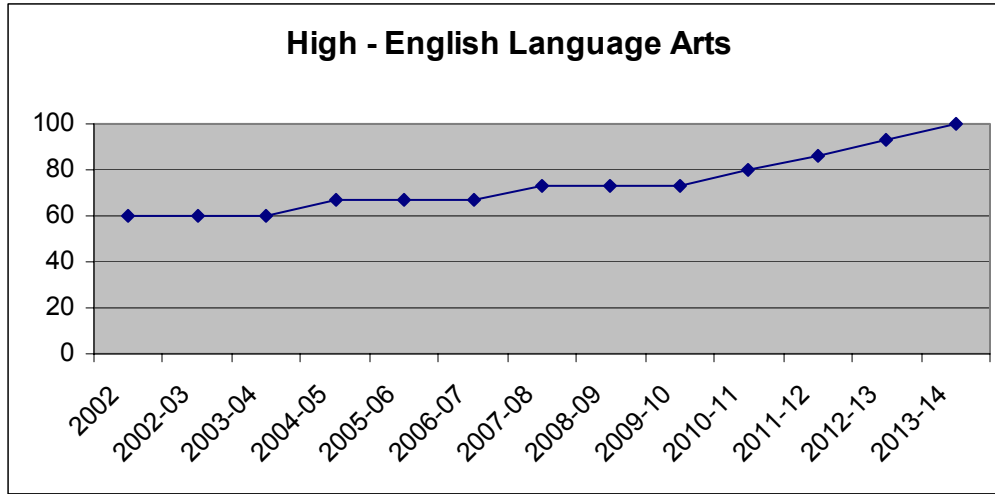


*Five Intermediate Goals – First in 2004-05
Based on 44% Index Proficiency Baseline*

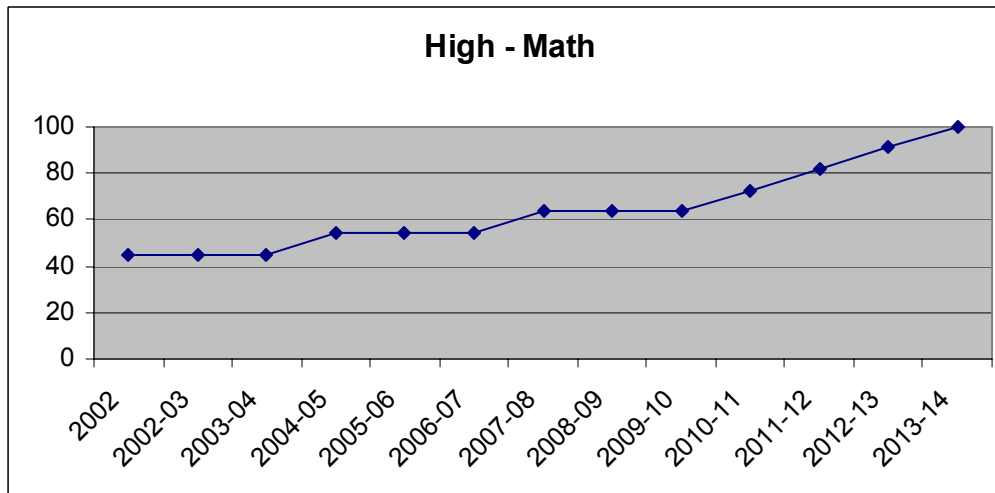


3.2a

*Five Intermediate Goals – First in 2004-05
Based on 60% Index Proficiency Baseline*



*Five Intermediate Goals – First in 2004-05
Based on 45% Index Proficiency Baseline*



CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>3.2 b</p> <p>Rhode Island has established its annual measurable objective based on the proficiency index using the assessment data from 2000, 2001, and 2002 school years (See Table 3.1). To make AYP schools and student subgroups must meet the annual measurable objectives for that particular year or show improvement based on the "safe harbor" provisions. Rhode Island has established separate ELA and mathematics annual measurable objectives for three levels -- elementary, middle, and high schools that must meet the index proficiency at each intermediate goal. The ELA and mathematics annual measurable objectives will be applied to each school building and district, as well as to each subgroup at the school, district and state levels to determine AYP status.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ 3.1 Table ▪ School Performance Categories Technical Assistance Bulletin Incorporating NCLB Requirements (February 2003) ▪ Baseline Tables and Data Runs for All Schools and Districts 		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

3.2c

Rhode Island has established Five Intermediate Goals based on the Proficiency Index using the assessment data from 2000, 2001, and 2002 school years. The Intermediate Goals for elementary, middle and high school will increase in five equal increments over the 12-year timeline. The first Intermediate Goal will take effect in the 2004-2005 school year (see below). We anticipate that the strongest academic gains will be seen in later years, as the grade level standards, assessments, teacher practices and school culture align and respond to improvement initiatives tracked and assessed by RI's SALT Accountability Process, In\$ight Data, and our Learning Support Indicators. The intermediate goals provide time for school reform efforts to take hold.

	ELEMENTARY		MIDDLE		HIGH	
	ELA	Math	ELA	Math	ELA	Math
2014	100	100	100	100	100	100
2013	95.5	93.5	94	90.5	93	91
2012	91	87	88.4	81.2	86.4	81.8
2011	86.5	80.5	82.8	71.9	79.8	72.6
2008	82	74	77.2	62.6	73.2	63.4
2005	77.5	67.5	71.6	53.3	66.6	54.2
Baseline	73	61	66	44	60	45

Examples of Evidence:

- 3.1 Tables and Graphs
- School Performance Categories Technical Assistance Bulletin Incorporating NCLB Requirements (February 2003)
- Learning Support Indicators Technical Assistance Bulletin
- In\$ight Data
- SALT Accountability Process

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>4.1 Each year, the Index Proficiency (see 1.3) of schools, districts, and subgroups will be determined and compared with the pre-established annual measurable objectives.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ Annual State Assessment Data 		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.1 How does the definition of adequate yearly progress include all the required student subgroups?</p>	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	<p>State does not disaggregate data by each required student subgroup.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>5.1</p> <p>The Rhode Island Accountability System has always included all student sub-groups, disaggregated the achievement data for those groups and reported their progress in the report on schools and districts in Information Works! Schools could not meet their improvement targets unless they increased the number of the students who reached the index proficiency while at the same time they reduced the students in the lowest two levels of achievement and the no scores.</p> <p>Under our proposed system every NCLB identified disaggregated group must have achieved the growth required in AYP in order for the school and district to meet its AYP. Rhode Island is planning to implement a universal student identifier system beginning with the 2004 testing cycle.</p> <p>Examples of Evidence:</p> <ul style="list-style-type: none"> ▪ October 1st Collection System ▪ Header Sheets (Demographic Sheets) ▪ Test Administration Manuals for Each Test ▪ Information Works! (www.infoworks.ride.uri.edu) Charts ▪ June Report Forms ▪ Limited English Proficient and Special Education Student Census ▪ Information Works! (www.infoworks.ride.uri.edu) ▪ Refer to RI Department of Education Website (www.ridoe.net) ▪ Copy of Statewide Disaggregations for 2002 		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>5.2 Schools, LEAs and the State are held accountable for the progress of all students by requiring them to increase the total number of students reaching proficiency while they also had to decrease the total number of students in the lowest levels of achievement. Strategies for decreasing the number of students in the lowest levels of achievement included targeting instructional strategies in their school improvement plans which address economically disadvantaged, racial and ethnic groups, students with disabilities and limited English proficient students. All schools and districts have been categorized based on <u>all</u> students' results. Likewise, student subgroups' results are reported annually in Information Works!</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ School Performance Categories Technical Assistance Bulletin ▪ Information Works! (www.infoworks.ride.uri.edu) ▪ Progressive Support and Intervention May 2000 Technical Bulletin ▪ Disaggregated Data 		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State's definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>5.3</p> <p>All students with disabilities participate fully in the Statewide Assessments with or without accommodations <u>or</u> they are tested using the Alternate Assessment System if they meet the eligibility criteria. Less than 1% of all students are eligible to participate in the Alternate Assessment System. Thus, all students with special needs are included in the state accountability system.</p> <p>Assuming a universal identifier system (2004) we will assign the test results of students who have exited special education or a 504 Plan in the prior school year to the special needs disaggregated group for purposes of determining AYP for that group.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ Testing Guidelines for RI Testing Program, pp. 2&4 and Appendix B ▪ Special Ed. Regulations ▪ State Individual Education Plan (IEP) Workbook ▪ Alternate Assessment Administration Manual 		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>5.4</p> <p>Rhode Island selected the Maculatis II (MAC II) as its statewide measure of English language proficiency for all students in kindergarten through grade 12 enrolled in ESL or bilingual programs. It will be administered for the first time in Spring 2003. The results of this assessment will be used to monitor the growth of all English language learners statewide. Schools and districts will establish AYP targets for its students on this exam.</p> <p>The second use of the test is to set statewide standards that establish the English proficiency level needed to participate in state assessments with or without accommodations. Rhode Island's proposed policy for including students in the accountability system is that students will be assessed using only the MAC II if they have been in the country for less than three years <u>and</u> their MAC II results indicate that their level of English proficiency would render their state assessment scores invalid. Students must, however, participate fully in statewide assessments with our without accommodations regardless of their MAC II scores if they have been in the country more than three years. Schools may also offer the New Standards Reference Mathematics Exam in Spanish.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> State Advisory Council for LEP Students - Recommended Assessment Policy 		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>5.5</p> <p>The current Statewide System of Accountability uses the student count number of "10" (n=10) as the minimum number of students in a subgroup for reporting results in Information Works!. This is based on the recommendations of the testing contractors with whom Rhode Island has worked. This is also consistent with the case law defining how to protect student privacy rights under FERPA. By using no student subgroup of less than 10 for reporting purposes we ensure that students are not personally identifiable from context.</p> <p>We have analyzed the variation of the standard error of the mean with student count, "n", for both ELA and Mathematics at the elementary, middle and high school levels for all schools and subgroups. Recognizing that there are several small schools in Rhode Island we are taking an approach that will be statistically reliable. To maximize the number of schools included in our Accountability System and at the same time maintain an acceptable error in our decision making process, we have selected a student count of 45. All schools and subgroups will have a minimum of 45 students before any AYP decisions are made involving the school or subgroup.</p> <p>Examples of Evidence:</p> <ul style="list-style-type: none"> ASR-CAS Joint Study Group on Adequate Yearly Progress: <i>Making Valid and Reliable Decisions in Determining Adequate Yearly Progress (2002)</i>, Prepared for the Council of Chief State School Officers with support from the U.S. Department of Education, Washington, D.C. Blischke, W R. and Muphy, D.N. P (2000). <i>Reliability: Modeling, Prediction and Optimization</i>, Wiley, New York. Output of Variation of Standard Error with "n" Analysis 		

⁵ The minimum number is not required to be the same for reporting and accountability.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>5.6 The Rhode Island Accountability System does not reveal personally identifiable information in any public reports. Our policy does not permit us to report student results in groups of less than ten so as to not create a situation in which an individual student can be identified from context.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> Information Works! (www.infoworks.ride.uri.edu) "Business Rules" Outlined in Beginning of Document 		

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?</p>	<p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>6.1 The Rhode Island Accountability System has <u>always</u> used achievement on academic standards as the primary measures for establishing accountability. The use of Learning Support Indicators (LSI) is also used in the Accountability System as additional relevant information about schools.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ Plan to put all Assessments in Place by 2006 (New England Compact Work) ▪ Plan to Institute Science Assessments ▪ Plan to Institute K-2 Assessments ▪ Transition Timeline with all the Assessments 		

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
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7.1

The current method of calculating the "graduation rate" by Rhode Island is being reexamined because it relies on cross sectional reporting. (RI uses NCES standards for defining a dropout).

We will continue to use these cross sectional data in the meantime in the following manner:

- 1) Divide each high school grade's dropouts at the end of the school year by that grade's enrollment on the previous October 1 enrollment report to RIDE.
- 2) Subtract each grade level result from 1.00 to obtain the grade level retention results.
- 3) Multiply all grade level retention results together to obtain the cumulative retention result.
- 4) Multiply the cumulative retention result by 100 to obtain the percentage of students who graduate, also called the graduation rate.

We will move from cross sectional reporting to preliminary cohort reporting during the 03-04 school year in the following manner:

The proposed formula for graduate rate is as follows:

$$\text{Graduation Rate} = \left[\frac{\text{\# of FY 2002 Graduates}}{\text{\# of FY 2002 Graduates} + \text{\# of Grade 9 dropouts in FY 1999} + \text{\# of Grade 10 dropouts in FY 2000} + \text{\# of Grade 11 dropouts in FY 2001} + \text{\# of Grade 12 dropouts in FY 2002}} \right] \times 100$$

Then we will complete the transition to cohort reporting over the next three years as we implement our universal student identifier system.

Rhode Island continues to use graduation rate as part of its Learning Support Indicators system of tracking school results.

Examples of Evidence:

- Learning Support Indicators Technical Assistance Bulletin (page 12)
- NCES Standards
- Timeline for Implementing Universal Student Identifier

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>7.2</p> <p>Rhode Island will be using the measure of “<u>time in school</u>”, one of Rhode Island’s Learning Support Indicators, for determining an additional academic indicator at both the elementary and middle schools. The Statewide objective is 95% for all schools and subgroups by 2014.</p> <p>We plan to propose a future standard and interim measures for this indicator which closes the gap to 95% for all schools and subgroups at all grade levels based on similar methodology to determine AYP for assessment purposes. A workgroup modifying our current Learning Support Indicators System will report their findings to the Commissioner in the next 60-90 days.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ Process for Auditing Attendance Reports from School Districts ▪ Audited Attendance Reports ▪ Learning Support Indicators Technical Bulletin 		

⁹ NCLB only lists these indicators as examples.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.3 Are the State's academic indicators valid and reliable?	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>7.3</p> <p>The Rhode Island Assessment System was approved by the USDOE. The vendors of these tests have produced the validation studies, which demonstrate their validity, reliability and psychometric integrity. They are also aligned to the content standards for Rhode Island. RIDE will subject the same technical rigor to the new assessments as it has with previous assessments.</p> <p>The data collected relative to "time-in-school" and graduation is currently part of the RI Accountability System in terms of its Learning Support Indicators Assessments.</p> <p>Examples of Evidence:</p> <ul style="list-style-type: none"> ▪ Learning Support Indicators Technical Assistance Bulletin ▪ Assessment Validation Studies 		

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>8.1</p> <p>The Rhode Island AYP/Accountability model incorporating the required elements of No Child Left Behind is built upon the current accountability system in place under Rhode Island's statutory requirements under Article 31 which categorizes schools based on performance and improvement. For the next "round" or cycle of school performance categories, school and district performance will be assessed using a index proficiency that measures the progress students/schools and districts are making toward 100% proficiency in the year 2013/2014 in both ELA and mathematics. The AYP determinations are constructed first by content area (ELA and mathematics) and then for each school, district and subgroup below for the first intermediate goal. These AYP calculations will be constructed annually as part of RI's accountability process. Table 3.1 illustrates both the intermediate goals and the annual measurable objectives for both subject areas by school level (elementary, middle, high). Each set of assessments has a trajectory which is the basis for schools and districts to be assigned their own AYP targets in accordance with NCLB.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ 3.1 Tables and graphs ▪ School Performance Categories Technical Assistance Bulletin Incorporating NCLB (Feb. 2003) ▪ AYP Runs for Each School 		

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>9.1</p> <p>A school or subgroup's Index Proficiency is subjected to a lower one-tail z-test statistic at 95% confidence level. This is to determine whether there is any significant difference between the annual measurable goals and the subgroup's performance. This process, together with our minimum "n" size of 45 increases the reliability of our AYP decisions.</p> <p>We combine three years of data to determine a school or subgroup's Index Proficiency. The use of the Index Proficiency is a measure that takes into account the proficiency status of each student. Finally, we use a minimum "n" size of 45 to make AYP decisions. These are factors that increase the reliability of our system. The error bands will be used to determine the Index Proficiency range for each school, LEA, and subgroup.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ Assessment Data ▪ Standard Error vs. "n" graphs 		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>9.2 Rhode Island has a 30-day window for schools and LEAs to review their accountability data and appeal their placements if necessary. RI offers opportunities for districts to meet with RIDE staff to answer questions, review data and reconstruct the process in order to ensure that accurate placements are made before the public release of data.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ CCSSO Document on Making Valid and Reliable Decisions 		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>9.3</p> <p>With the NCLB expectations for grades 3-8 testing, Rhode Island will want to recalculate starting points (baseline), intermediate goals and annual measurable objectives for the 2005-2006 school year. Likewise, Rhode Island might move to a cohort system at that time. These decisions will be made prior to the end of the 2004-2005 school year for public dissemination. Currently Rhode Island is engaged in the work of the New England Compact for Grade Level Expectations (GLE's) and aligned assessments. RI will conduct equating studies between existing and new assessments as we transition to new tests. Ongoing reviews of our assessment and accountability systems occur with a panel of RI practitioners as well as with technical expertise from our contractors.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ New England Compact Work ▪ Enhanced Assessment Grant Application 		

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1</p> <p>Rhode Island has been publishing data on rates of participation in state assessments since 1997. At the beginning of the testing window for state assessments, all schools through their districts provide rosters electronically to RIDE listing all students enrolled by grade level. (This is necessitated because Rhode Island does not have a student identification system). Beginning with the 2004 assessments, a statewide identifier will be used.</p> <p>Amendments are allowed through the conclusion of the testing window, to provide updates due to student mobility during the testing window. Grade-level counts generated from these rosters are merged with the test score files by our testing contractors. After correction for any allowed test exemptions, these counts become the denominators for calculations of the percentages of students' scores at each level of performance, including "no scores" (see also 1.3).</p> <p>A student demographic form is attached to each test booklet. Coding of personal information (e.g. gender, race/ethnicity) is provided by the students and coding of programmatic information (e.g. free lunch eligibility, participation in Title I, special education and/or limited English proficiency programs, in district less than 1 year) is provided by school staff. Each school is required to submit a test booklet for each student enrolled at that grade with all of the demographic information completed. The demographic information is scanned by the testing contractors at the same time the test booklets are scanned prior to scoring and becomes part of that file that also contains test scores. RIDE verifies the reliability of the school-coded data through cross-checks between the score file and independent sources such as the special education census.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ State Assessment Manual ▪ Assessment Data 		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>10.2 Rhode Island currently accounts for 100% of its students in the State Accountability System.</p> <p><u>Examples of Evidence:</u></p> <ul style="list-style-type: none"> ▪ Information Works! (www.infoworks.ride.uri.edu) ▪ Assessment Manuals ▪ School Performance Categories Technical Assistance Bulletin 		